

**University of Utah Child Care Task Force
Needs Analysis Survey**

**Final Report
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The Child Care Task Force, a subcommittee of the Presidential Commission on the Status of Women, was commissioned by University of Utah President Michael Young in 2008-2009 to conduct a child care needs assessment survey for students, staff and faculty at the University of Utah. In response, a campus-wide survey was conducted in the spring of 2011. A pilot survey to pretest the survey was conducted in the spring of 2010 and was refined by the Child Care Task Force for distribution in the spring of 2011. The survey was distributed via university email to every student, staff and faculty associated with the University of Utah in January 2011. The survey was conducted via StudentVoice, an online data collection service licensed by University of Utah Student Services.

Sample

At the time of survey distribution, there were 30084 enrolled students (part-time, full –time and graduate level) (OBIA, 2012), 3676 faculty (Fall, 2010, OBIA, 2011) and 26251 staff (personal communication Mary Anne Berzins, 1/16/2012). Invitations to participate in the survey were sent to valid emails of 51020 students, staff and faculty on January 26, 2011, representing 85.0% of the University community. The survey closed on March 6, 2011. Of the 51020 recipients, 5304 (10.4%) responded to the survey invitation. Of those responding to the invitation, 4988 (94.0%) completed the survey and were included in the final data analysis. Respondents represent a 9.7% completion rate for the sample invited and 8.3% of members of the University community.

The survey focused on assessing child care need with regards to need for, availability and costs of child care services, current types of child care being accessed (formal and informal), satisfaction with services accessed and perceptions of the impact of access to child care on respondents. The survey consisted of 85 questions which were generated by members of the Child Care Task Force and pretested with a small sample of a variety of potential participants, including students, staff, faculty, and post-

doctoral fellows/medical residents. The survey was ruled to be exempt by the University of Utah IRB.

The survey is available in the appendix.

The survey data were analyzed using descriptive statistics and qualitative analysis for themes. Exploratory inferential statistics, chiefly chi-square analyses, were used to explore differences between groups of respondents. However, these exploratory analyses must be interpreted with caution due to the multiple roles of many of the respondents.

RESULTS

Demographics

Demographics for the sample completing the survey are displayed in Table 1. Student respondents (n=2022) comprised 6.7% of all students enrolled at the time of the survey, while staff respondents (n=2189) and faculty respondents (n=581) represented 8.3% and 15.8% of those categories of respondents respectively. Many respondents indicated multiple roles at the University, and individual cases needed to be carefully inspected to determine their primary roles.

Less than one third of students responding to the survey reported having children, with slightly more male than female respondents indicating children in the household, but the proportion of female student respondents (61.0%) overrepresented the proportion of female students enrolled. More than three-quarters of student respondents were full-time students, and nearly 5% of respondents were international students. Ethnicity of student respondents does not appear to differ greatly from the general student population.

In contrast, 46.1% of staff respondents reported having children, with slightly more male respondents reporting having children in their care. The majority of staff respondents, 79.5%, were female, and 85.7% of staff reported their ethnicity as Caucasian, but more information is necessary to know how representative the sample is of the staff population at the time of the survey. Nearly all staff respondents, 90.1%, reported being benefits eligible.

More than half (52.9%) of faculty respondents reported having children. The proportion of male and female respondents reporting having children was nearly equal at 51.7% and 52.9% respectively. However, at 62.5% of the sample, female faculty were more likely to respond to the survey. Nearly half of the faculty respondents, 45.3%, reported being tenured or on tenure-track, and very slightly fewer of those in tenure-line positions reporting having children in their care.

A small number of respondents did not fall into the above three categories, and were comprised of medical interns, medical residents, fellows, and post-doctoral scholars. Of these, females were more likely to respond to the surveys and more likely to report children in their care. Overall, 58.0% of respondents in this category indicated having children.

Table 1 Respondent Demographics (N = 4904)

Respondent Type	With Children n (%)	Without Children n (%)	All n (%)
All Students	639 (31.6%)	1383 (68.4%)	2022 (44.9%)
Gender			
Female	331 (26.8%)	903 (71.2%)	1234 (61.0%)
Male	307 (39.6%)	468 (60.4%)	775 (38.3%)
Transgender	0	2 (100.0%)	2 (<.1%)
Other/Refused	1 (9.1%)	10 (90.9%)	11 (0.5%)
Ethnicity			
Caucasian	532 (32.5%)	1105 (67.5%)	1637 (81.0%)
Hispanic/Latino	29 (36.3%)	51 (63.8%)	80 (4.0%)
Asian/Asian-American	21 (20.4%)	82 (79.6%)	103 (5.1%)
Native American	5 (33.3%)	10 (66.7%)	15 (0.7%)
Pacific Islander	5 (45.4%)	6 (54.5%)	11 (0.5%)
African-American	3 (21.4%)	11 (78.6%)	14 (0.7%)
Multi-Racial	25 (25.5%)	73 (74.5%)	98 (4.8%)
Other/Refused	19 (29.7%)	45 (70.3%)	64 (3.2%)
International			
Yes	25 (25.0%)	75 (75.0%)	100 (4.9%)
Enrollment Status			
Full Time	450 (28.6%)	1125 (71.4%)	1575 (77.9%)
Part Time	181 (42.6%)	244 (57.4%)	425 (21.0%)
Refused	8 (36.3%)	14 (63.6%)	22 (1.1%)
Marital Status			
Single, Never Married	37 (4.3%)	824 (95.7%)	861 (42.6%)

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Separated/Divorced	52 (57.1%)	39 (42.9%)	91 (4.5%)
Married	535 (56.8%)	407 (43.2%)	942 (46.6%)
Domestic Partnership	12 (12.1%)	87 (87.9%)	99 (4.9%)
Refused	3 (10.3%)	26 (89.7%)	29 (1.4%)
All Staff	1009 (46.1%)	1180 (53.9%)	2189 (44.6%)
Gender			
Female	767 (44.1%)	974 (55.9%)	1741 (79.5%)
Male	232 (53.6%)	201 (46.4%)	433 (19.8%)
Transgender	1 (100.0%)	0	1 (<0.1%)
Other/Refused	9 (64.3%)	5 (35.7%)	14 (0.6%)
Ethnicity			
Caucasian	859 (85.1%)	1017 (86.2%)	1876 (85.7%)
Hispanic/Latino	31 (49.2%)	32 (50.8%)	63 (2.9%)
Asian/Asian-American	31 (49.2%)	32 (50.8%)	63 (2.9%)
Native American	5 (33.3%)	10 (66.7%)	15 (0.7%)
Pacific Islander	3 (75.0%)	1 (25.0%)	4 (0.2%)
African-American	2 (25.0%)	6 (75.0%)	8 (0.4%)
Multi-Racial	35 (56.5%)	27 (43.5%)	62 (2.8%)
Other/Refused	43 (43.9%)	55 (56.1%)	98 (4.5%)
International			
Yes	171 (62.0%)	105 (38.0%)	276 (12.6%)
Benefits Eligible			
Yes	885 (44.9%)	1087 (55.1%)	1972 (90.1%)
Marital Status			
Single, Never Married	32 (12.9%)	217 (87.1%)	249 (11.4%)
Separated/Divorced	105 (44.1%)	133 (55.9%)	238 (10.9%)
Married	831 (53.5%)	723 (46.5%)	1554 (71.0%)
Domestic Partnership	31 (32.3%)	65 (67.7%)	96 (4.4%)
Refused	10 (19.2%)	42 (80.8%)	52 (2.4%)
All Faculty	305 (52.0%)	276 (47.1%)	581 (11.8%)
Gender			
Female	192 (52.9%)	171 (47.1%)	363 (62.5%)
Male	109 (51.7%)	102 (48.3%)	211 (36.3%)
Transgender	0	0	0
Other/Refused	4 (57.1%)	3 (42.9%)	7 (1.2%)
Ethnicity			
Caucasian	237 (49.0%)	247 (51.0%)	484 (83.3%)
Hispanic/Latino	9 (62.3%)	5 (35.7%)	14 (2.4%)
Asian/Asian-American	28 (82.4%)	6 (17.6%)	34 (5.9%)
Native American	0	0	0
Pacific Islander	0	0	0
African-American	1 (50.0%)	1 (50.0%)	2 (0.3%)
Multi-Racial	10 (71.4%)	4 (28.6%)	14 (2.4%)
Other/Refused	20 (60.6%)	13 (39.4%)	33 (5.7%)
International			
Yes	54 (17.7%)	19 (6.9%)	73 (12.6%)
Benefits Eligible			
Yes	262 (51.5%)	247 (48.5%)	509 (87.6%)

Appointment Status			
Tenured/Tenure Track	132 (50.2%)	131 (49.8%)	263 (45.3%)
Non-Tenure Track	127 (55.2%)	103 (44.8%)	230 (39.6%)
Other/Refused	46 (52.3%)	42 (47.7%)	88 (15.1%)
Marital Status			
Single, Never Married	2 (6.5%)	29 (93.5%)	31 (5.3%)
Separated/Divorced	17 (48.6%)	18 (51.4%)	35 (6.0%)
Married	275 (58.4%)	196 (41.6%)	471 (81.1%)
Domestic Partnership	6 (20.7%)	23 (79.3%)	29 (5.0%)
Refused	5 (33.3%)	10 (66.7%)	15 (2.6%)
Medical Interns/ Residents/Fellows/ Post Doc Fellows			
	65 (58.0%)	47 (42.0%)	112 (2.3%)
Gender			
Female	38 (58.5%)	33 (70.2%)	71 (63.4%)
Male	27 (41.5%)	14 (29.8%)	41 (36.6%)
Transgender	0	0	0
Other/Refused	0	0	0
Ethnicity			
Caucasian	50 (56.2%)	39 (43.8%)	89 (79.5%)
Hispanic/Latino	1 (50.0%)	1 (50.0%)	2 (1.8%)
Asian/Asian-American	12 (80.0%)	3 (20.0%)	15 (13.4%)
Native American	0	0	0
Pacific Islander	0	0	0
African-American	0	1 (100.0%)	1 (0.9%)
Multi-Racial	1 (50.0%)	1 (50.0%)	2 (1.8%)
Other/Refused	1 (33.3%)	2 (66.7%)	3 (2.7%)
International			
Yes	9 (47.4%)	10 (52.6%)	19 (17.0%)
Benefits Eligible			
Yes	53 (55.8%)	42 (44.2%)	95 (84.8%)
Marital Status			
Single, Never Married	1 (7.7%)	12 (92.3%)	13 (11.6%)
Separated/Divorced	2 (66.7%)	1 (33.3%)	3 (2.7%)
Married	62 (68.1%)	29 (31.9%)	91 (81.3%)
Domestic Partnership	0	4 (100.0%)	4 (3.6%)
Refused	0	1 (100.0%)	1 (0.9%)
All Respondent Types	2018 (41.2%)	2886 (58.8%)	4904 (100.0%)

Current Need for Child Care

Table 2 displays the currently assessed need for child care by age category and category of respondents. The survey asked respondents to indicate the number of children needing care by each age range. Because of the way the survey was constructed, the highest number of children that could be indicated within age ranges was “more than 5.” Five respondents indicated more than 5 children in the 6-12 year age range. While the total number of children, 3548, is fairly accurate, it may slightly underestimate the number of children needing care in the 6-12 year age range.

Table 2 Number of Children for whom Child Care is Currently Needed (n = 3548)

	Age Range of Children					
	<12 Months	12-23 Months	24-35 Months	3-5 Years	6-12 Years	All Ages
Students	189 (16.8%)	164 (14.5%)	135 (12.0%)	287 (25.4%)	353 (31.3%)	1128
Staff	241 (13.7%)	200 (11.4%)	178 (10.1%)	457 (26.0%)	685 (38.9%)	1761
Faculty	58 (10.4%)	59 (10.6%)	58 (10.4%)	161 (29.0%)	220 (39.6%)	556
Med Res	21 (20.4%)	20 (19.4%)	16 (15.5%)	30 (29.1%)	16 (15.5%)	103
All	509 (14.3%)	443 (12.5%)	387 (10.9%)	935 (26.4%)	1274 (35.9%)	3548

Note: The + represents 5 respondents indicating more than 5 children in an age group.

Table 3 displays a summary of days and time slots for which child care is needed by all respondents to the survey. As can be seen from the table, the largest need for care is between 8 am and 5 pm on weekdays. However, the need for child care from 6 am to 8 am and from 5 pm to 7 pm on weekdays is substantial, and there is more limited need for child care from 7 pm to 9 pm on weekdays. There is a small need for child care on weekends, and very limited demand for child care overnight.

Table 4 displays a summary of days and time slots for which child care is needed just for students responding to the survey. As can be seen from the table, again the largest need for care is between 8 am and 5 pm on weekdays. However, as was the case for other respondents, the need for child care from 6 am to 8 am and from 5 pm to 7 pm on weekdays is substantial, with more limited need

for child care from 7 pm to 9 pm on weekdays. There is a small need for child care on weekends, and very limited demand for child care overnight.

Table 3 Placement Slots Needed by Day and Time for All Respondents

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	All Days
0600-0800	464	469	470	464	442	38	32	2389
0800-1200	904	909	915	905	857	87	49	4626
1200-1500	895	910	903	910	871	76	48	4613
1500-1700	1002	1017	1011	1023	937	75	52	5117
1700-1900	460	485	483	491	426	45	33	2423
1900-2100	62	77	75	87	67	36	21	425
Overnight	9	7	9	9	13	12	10	69
All Times	3796	3874	3866	3889	3613	369	245	19652

Table 4 Placement Slots Needed by Day and Time for Student Respondents Only

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	All Days
0600-0800	91	93	94	91	84	12	6	471
0800-1200	228	225	231	226	208	25	10	1153
1200-1500	220	228	221	229	204	21	12	1135
1500-1700	226	232	233	233	203	21	11	1159
1700-1900	92	107	106	114	81	15	9	524
1900-2100	21	34	29	38	22	14	5	163
Overnight	2	2	2	4	6	4	3	23
All Times	880	921	916	935	808	112	56	4628

Current Arrangements for Child Care

Table 5 displays the location of child care arrangements used by survey respondents. As can be seen in the table, 9.4% of respondents used on-campus arrangements, and another 7.1% used both on-

and off-campus arrangements. Students (18.5%), faculty (24.8%), and other respondents (16.5%) tended to use on-campus to a greater extent than staff respondents, only 12.5% of whom reported using on-campus child care arrangements.

Table 5 Location of Child Care Arrangements (n = 1338)

Location	Students	Staff	Faculty	Other	All
On-Campus	35 (10.1%)	47 (6.5%)	35 (15.5%)	9 (19.6%)	126 (9.4%)
Off-Campus	282 (81.5%)	630 (87.5%)	170 (75.2%)	35 (76.0%)	1117 (83.5%)
Both	29 (8.4%)	43 (6.0%)	21 (9.3%)	2 (4.3%)	95 (7.1%)
Total	346 (100.0%)	720 (100.0%)	226 (100.0%)	46 (100.0%)	1338 (100.0%)

Table 6 indicates which on-campus child care facilities are used by respondents. Because respondents were asked to indicate all sites used, it is unclear whether some respondents use more than one site for each of their children. As is clear from the table, the majority of students (56.3%) use the ASUU program, as well as a few staff (13.1%) and faculty (4.6%). One third of staff respondents reported using the University Head Start program for their children, while more than half of faculty (52.4%) and 50% of respondents in the “other” category used BioKids or Bright Horizons. It should be noted that since the time of the survey, the University has ended its contract with Bright Horizons, and so the proportion of faculty and other respondents using this resource may have changed since the time of the survey.

Table 7 displays the types of child care arrangements made by respondents reporting using off-campus child care arrangements. More than a third (35.8%) of those respondents reported using center-based or early childhood programs, while 28.5% reported arranging child care with a friend or relative. Another 21.7% of respondents reported using a home-based provider for child care. More than one third of students (37.9%) reported using informal arrangements with a friend or relative, while most

staff (37.3%), faculty (41.8%), and other respondents (53.5%) made use of center-based or early childhood programs off-campus.

Table 6 On-Campus Child Care Sites Used (n = 223)

On-Campus Sites	Students	Staff	Faculty	Other	All
ASUU	36 (56.3%)	11 (13.1%)	3 (4.6%)	0	50 (22.4%)
BioKids	5 (7.8%)	8 (9.5%)	17 (26.2%)	2 (20%)	32 (14.4%)
Bright Horizons	2 (3.1%)	9 (10.7%)	17 (26.2%)	3 (30%)	31 (13.9%)
ClubU	2 (3.1%)	15 (17.9%)	11 (16.9%)	0	28 (12.6%)
CFDC	5 (7.8%)	5 (6.0%)	5 (7.7%)	0	15 (6.7%)
ECEC	7 (10.9%)	7 (8.3%)	3 (4.6%)	1 (10%)	18 (8.1%)
Fine Arts	1 (1.6%)	1 (1.2%)	0	0	2 (0.9%)
University Kids	5 (7.8%)	0	9 (13.9%)	4 (40%)	18 (8.1%)
University Head Start	1 (1.6%)	28 (33.3%)	0	0	29 (13.0%)
Total	64 (100.0%)	84 (100.0%)	65 (100.0%)	10 (100.0%)	223 (100.0%)

Table 7 displays the types of child care arrangements made by respondents reporting using off-campus child care arrangements. More than a third (35.8%) of those respondents reported using center-based or early childhood programs, while 28.5% reported arranging child care with a friend or relative. Another 21.7% of respondents reported using a home-based provider for child care. More than one third of students (37.9%) reported using informal arrangements with a friend or relative, while most staff (37.3%), faculty (41.8%), and other respondents (53.5%) made use of center-based or early childhood programs off-campus.

Tables 8 and 9 present respondents' satisfaction with on- and off-campus child care arrangements. As can be seen from the tables, the vast majority of respondents are either satisfied or very satisfied with on-campus (81.0%) child care arrangements, but slightly less so (70.5%) with off-campus arrangements. Faculty respondents report greater satisfaction with on-campus arrangements

(92.6%) than staff respondents (80.7%) or student respondents (74.2%); there are too few respondents in the “other” category to interpret the data. Staff (73.0%) and faculty (72.8%) are equally satisfied with off-campus arrangements, while 66.4% of students are either satisfied or very satisfied with these arrangements.

Table 7 Types of Off-Campus Child Care Arrangements Used (n = 1471)

Type	Students	Staff	Faculty	Other	All
Care Center or ECP	103 (26.9%)	303 (37.3%)	97 (41.8%)	23 (53.5%)	526 (35.8%)
Home Based Provider	99 (25.8%)	174 (21.4%)	38 (16.4%)	9 (20.9%)	320 (21.7%)
Friend or Relative	145 (37.9%)	235 (28.9%)	34 (14.7%)	5 (11.6%)	419 (28.5%)
Other	36 (9.4%)	101 (12.4%)	63 (27.1%)	6 (14.0%)	206 (14.0%)
Total	383 (100.0%)	813 (100.0%)	232 (100.0%)	43 (100.0%)	1471 (100.0%)

Table 8 Satisfaction with On-Campus Child Care Arrangements (n = 200)

Satisfaction Level	Students	Staff	Faculty	Other	All
Very Dissatisfied	0	1 (1.3%)	0	0	1 (0.5%)
Dissatisfied	0	2 (2.6%)	1 (1.9%)	0	3 (1.5%)
Somewhat Dissatisfied	4 (6.9%)	1 (1.3%)	1 (1.9%)	2 (20.0%)	8 (4.0%)
Somewhat Satisfied	11 (19.0%)	11 (14.1%)	2 (3.7%)	2 (20.0%)	26 (13.0%)
Satisfied	16 (27.6%)	26 (33.3%)	18 (33.3%)	3 (30.0%)	63 (31.5%)
Very Satisfied	27 (46.6%)	37 (47.4%)	32 (59.3%)	3 (30.0%)	99 (49.5%)
Total	58 (100.0%)	78 (100.0%)	54 (100.0%)	10 (100.0%)	200 (100.0%)

Respondents were asked if they were currently on waiting lists for child care and whether these waiting lists were for on- or off-campus placements. Only 7.0% of respondents reported being on such waiting lists, and these were fairly equally distributed across on-campus (44.8%) and off-campus (55.2%) placements. Students (54.1%) and faculty (60.5%) were waiting for on-campus placements, while staff (64.6%) were on wait lists for off-campus placements. It should be noted that many child care programs on-campus do not maintain wait lists, and so these numbers may underestimate need.

Table 9 Satisfaction with Off-Campus Child Care Arrangements (n = 1206)

Satisfaction Level	Students	Staff	Faculty	Other	All
Very Dissatisfied	2 (0.65%)	1 (0.15%)	0	0	3 (0.3%)
Dissatisfied	4 (1.3%)	10 (1.5%)	3 (1.6%)	1 (2.7%)	18 (1.5%)
Somewhat Dissatisfied	21 (6.8%)	32 (4.8%)	8 (4.2%)	1 (2.7%)	62 (5.1%)
Somewhat Satisfied	77 (24.9%)	138 (20.6%)	49 (25.8%)	9 (24.3%)	273 (22.6%)
Satisfied	113 (36.6%)	255 (38.1%)	255 (38.1%)	14 (37.8%)	446 (37.0%)
Very Satisfied	92 (29.8%)	234 (34.9%)	66 (34.7%)	12 (32.4%)	404 (33.5%)
Total	309 (100.0%)	670 (100.0%)	190 (100.0%)	37 (100.0%)	1206 (100.0%)

Projected Needs

Respondents were also asked about their future plans for child care. As indicated in Table 10, most respondents planning to change their arrangements (60.1%) indicated that they planned to use both on- and off-campus arrangements for child care, while roughly a quarter of respondents (25.9%) indicated that they planned to use only on-campus facilities and 14.0% indicated a preference for only off-campus arrangements. There did not appear to be any differences between students and other types of respondents, but comparison with Table 5 indicates increased preference for on-campus, rather than off-campus arrangements.

Table 10 Planned Future Use of Child Care Arrangements (n = 579 respondents)

Site Location	Students	Other	All
On-Campus	60 (25.8%)	90 (26.0%)	150 (25.9%)
Off-Campus	37 (15.9%)	44 (12.7%)	81 (14.0%)
Both	136 (58.4%)	212 (61.3%)	348 (60.1%)
Total	233 (100.0%)	346 (100.0%)	579 (100.0%)

Table 11 displays the preferences indicated for respondents indicating that they planned to change their current child care arrangements and that they planned to use on-campus facilities.

Respondents were allowed to indicate as many sites as desired, but 35.3% of these respondents did not indicate any sites as one they would plan to use. Of respondents indicating particular sites, preferences were fairly evenly distributed across on-campus sites, with students most preferring the ASUU program (12.3%) or University Kids (12.3%) and other respondents indicating that they planned to use Bright Horizons (13.1%) or the new Health Sciences center (12.6%). It is important to note that Bright Horizons still had a contractual relationship with the University at the time of the survey and that the new Health Sciences child care center is still in planning stages.

Table 12 displays the preferences indicated for respondents indicating that they planned to change their current child care arrangements and that they planned to use off-campus facilities. Respondents were allowed to indicate as many sites as desired, but 24.6% of these respondents did not indicate any sites as one they might use. Of respondents indicating a preference, most respondents (48.0%) indicated that they planned to use informal care with a friend or relative, while nearly a third (29.1%) indicated that they planned to use a home-based provider. There did not appear to be differences in the plans for off-campus arrangements between students and other respondents.

Table 11 On-Campus Arrangements Planned for Future (n = 609)

On-Campus Sites	Students	Non-students	All
ASUU	29 (12.3%)	26 (7.0%)	55 (9.0%)
BioKids	21 (8.9%)	42 (11.2%)	63 (10.3%)
Bright Horizons	18 (7.7%)	49 (13.1%)	67 (11.0%)
ClubU	20 (8.5%)	24 (6.4%)	44 (7.2%)
CFDC	24 (10.2%)	32 (8.6%)	56 (9.2%)
ECEC	28 (11.9%)	46 (12.3%)	74 (12.2%)
Fine Arts	21 (8.9%)	29 (7.8%)	50 (8.2%)
University Kids	29 (12.3%)	46 (12.3%)	75 (12.3%)
University Head Start	20 (8.5%)	33 (8.8%)	53 (8.7%)
New Health Sciences	25 (10.6%)	47 (12.6%)	72 (11.8%)
Total	235 (100.0%)	374 (100.0%)	609 (100.0%)

Table 12 Off-Campus Arrangements Planned for Future (n = 475)

Type	Students	Non-students	All
Care Center or ECP	36 (19.6%)	56 (19.2%)	92 (19.4%)
Home Based Provider	51 (27.7%)	87 (29.9%)	138 (29.1%)
Friend or Relative	88 (47.8%)	140 (48.1%)	228 (48.0%)
Other	9 (4.9%)	8 (2.7%)	17 (3.6%)
Total	184 (100.0%)	291 (100.0%)	475 (100.0%)

Cost and Affordability of Child Care

Respondents were asked to indicate the average monthly cost of their child care arrangements. Table 13 displays the estimated costs of child care by category of respondent. Estimates of costs were surprisingly low, with 40.5% of all respondents, and more than half (51.7%) of student respondents indicating that they spent less than \$500 per month. Unfortunately, we suspect that this question may have been asked in the wrong way, because we do not know if the respondents estimated costs before or after any subsidies received. One obvious question is whether the estimated amount varies in a reliable way with number of children in care. It was also suggested that we compare the affordability of care for respondents using on- and off-campus child care arrangements. Given the issue of subsidized care as well as the numbers of respondents reporting using informal care, we did not attempt these analyses, which would require considerable reanalysis of the data for which validity was questionable. It should be noted that students and staff reported the lowest estimated cost of care, which may reflect necessity, rather than preference.

Respondents were also asked for their perceptions regarding the relative affordability of child care expenses compared to their other living expenses. Table 14 displays the results for this question across categories of respondents. For all categories, more than two-thirds of respondents (69.3%) considered their child care expenses to be somewhat to very unaffordable. When a chi-square analysis

was conducted to assess differences in responses to affordability across categories, statistical significance was found, $\chi^2(20, N=1339) = 73.85, p < .001$. An additional chi-square analysis was conducted with affordability dichotomized into affordable and unaffordable. This analysis was also statistically significant, $\chi^2(3, N=1339) = 36.25, p < .001$. Faculty respondents were considerably less likely (15.9%) to perceive the cost of child care to be affordable than students (39.8%), staff (30.7%), or other (34.0%) respondents. Assuming that faculty respondents receive relatively higher incomes than other categories of respondents, this finding is somewhat surprising and indicates that additional research might be needed to explain these differences in perceptions of child care affordability.

Table 13 Average Monthly Cost of Current Child Care Arrangements (n = 1355)

Ave. Monthly Cost	Students	Staff	Faculty	Other	All
Less Than \$500	181 (51.7%)	305 (41.8%)	52 (22.7%)	11 (23.4%)	549 (40.5%)
\$501-\$1000	121 (34.6%)	279 (38.3%)	81 (35.4%)	17 (36.2%)	498 (36.8%)
\$1001-1500	21 (6.0%)	80 (11.0%)	39 (17%)	5 (10.6%)	145 (10.7%)
\$1501-\$2000	8 (2.3%)	20 (2.7%)	17 (7.4%)	6 (12.8%)	51 (3.8%)
\$2001-\$2500	0	6 (0.8%)	15 (6.6%)	6 (12.8%)	27 (2.0%)
\$2501-\$3000	1 (0.3%)	3 (0.4%)	8 (3.5%)	0	12 (0.9%)
\$3001-\$3500	0	2 (0.3%)	1 (0.4%)	0	3 (0.2%)
\$3501-\$4000	1 (0.3%)	1 (0.1%)	3 (1.3%)	0	5 (0.4%)
More Than \$4000	1 (0.3%)	9 (1.2%)	5 (2.2%)	0	15 (1.1%)
Not Sure/Refused	16 (6.4%)	24 (3.3%)	8 (3.5%)	2 (4.3%)	50 (3.7%)
Total	350 (100.0%)	729 (100.0%)	229 (100.0%)	47 (100.0%)	1355 (100.0%)

Table 14 Perceived Affordability of Child Care Compared to Living Expenses (n = 1339)

Affordability	Students	Staff	Faculty	Other	All
Very Affordable	37 (10.8%)	45 (6.2%)	2 (0.9%)	1 (2.1%)	85 (6.3%)
Affordable	36 (10.5%)	46 (6.4%)	11 (4.9%)	4 (8.5%)	97 (7.2%)
Somewhat Affordable	64 (18.6%)	131 (18.1%)	23 (10.2%)	11 (23.4%)	229 (17.1%)
Somewhat Unaffordable	93 (27.0%)	228 (31.6%)	88 (38.9%)	17 (36.2%)	426 (31.8%)
Unaffordable	58 (16.9%)	158 (21.9%)	74 (32.7%)	14 (29.8%)	304 (22.7%)
Very Unaffordable	56 (16.3%)	114 (15.8%)	28 (12.4%)	0	198 (14.8%)
Total	344 (100.0%)	722 (100.0%)	226 (100.0%)	47 (100.0%)	1339 (100.0%)

Impact of Child Care Availability

Respondents who use child care were asked how often child care arrangements might be disrupted by their children's illness. They were also asked how much impact difficulty making child care arrangements might have on their education or work. Respondents were asked slightly different questions depending on whether they were employed by the University, were a student at the University, and in some cases, both.

The team developing the survey learned from members of the Child Care Task Force that a child's illness often excluded them from child care arrangements and that as a result, parents were often forced to miss work or school to stay home with the child. The Task Force was particularly concerned that such disruptions in child care arrangements might differentially impact female members of the University community. Table 15 displays the results of the question about how often child care arrangements are disrupted by a child's illness. As can be seen from the table, nearly two thirds of parents (65.9%) experienced disruptions in child care arrangements due to a child's illness at least twice per year, and 22.3% of respondents experienced such disruptions six or more times per year.

In order to examine whether these disruptions differentially impacted different types of respondents, a chi-square analysis was conducted testing for differences across student, staff and faculty respondents in terms of proportions of each group experiencing more than six disruptions in child care arrangements annually. Respondents in the “other” category, representing medical residents and post-doctoral fellows, comprised too small of a subsample and were excluded from the analysis. The chi-square analysis was statistically significant ($\chi^2 (2, N=1297) = 6.362, p=.012$). Faculty and staff are significantly more likely than students to miss 6 or more days per year due to children’s illness disrupting child care. This finding might be understood in that faculty and staff possibly spend more time on campus than students, who have varied schedules and may only be on campus during actual class times. Therefore, faculty and staff may have more hours overall of child care arrangements to be disrupted.

A second chi-square analysis was performed to see if there were systematic differences across gender in numbers of reported disruptions to child care arrangements due to child illness. Including only respondents who have children, the chi-square was not significant ($\chi^2 (1, N=1335) = .764, p=.382$). This finding suggests that male and female respondents were not differentially impacted by disruptions in child care arrangements stemming from child illness.

Table 15 Child Care Arrangements Disrupted By Child Illness Annually (n = 1359)

	Never	1-2 Times	2-5 Times	6-12 Times	Monthly	Weekly	Total
Students	39 (11.0%)	99 (28.0%)	154 (43.5%)	46 (13.0%)	13 (3.7%)	2 (0.6%)	354 (100.0%)
Staff	66 (9.0%)	168 (23.0%)	324 (44.3%)	153 (20.9%)	19 (2.6%)	1 (0.1%)	731 (100.0%)
Faculty	15 (6.6%)	55 (24.1%)	99 (43.4%)	52 (22.8%)	7 (3.1%)	0	228 (100.0%)
Other	8 (17.4%)	11 (23.9%)	15 (32.6%)	9 (19.6%)	3 (6.5%)	0	46 (100.0%)
Total	128 (9.4%)	333 (24.5%)	592 (43.6%)	261 (19.2%)	42 (3.1%)	3 (0.2%)	1359 (100.0%)

All respondents were asked how often they experienced disruptions in class, work, or other professional responsibilities because they were unable to make child care arrangements. Table 16

presents the results for this question. Only 11.7% of respondents indicated that they never experienced such disruptions. The majority of respondents (59.6%) indicated that they experienced such disruptions more than twice per year, and 21.3% of respondents experienced these disruptions more than six times per year.

A chi-square was performed to assess differences across faculty, staff and student respondents on how often they missed class, work or other professional responsibilities because they were unable to find child care. Again, “other” respondents were excluded from this analysis because of their relatively small numbers. A statistically significant difference was found across the three larger groups of respondents ($\chi^2 (10, N=1307) = 22.907, p=.011$). Staff and students reported missing class, work, and other professional responsibilities more frequently than faculty. Nearly a quarter of students (24.5%) reported missing class, work or other responsibilities more than 6 times per year, while 20.9% of staff, and 18.6% of faculty reported missing that much work.

A second chi-square analysis was performed to see if there were differences across gender on the number of times they missed work or class responsibilities. No statistical difference was found ($\chi^2 (5, N=1282) = 8.191, p=.146$). The N for this analysis represents individuals who identified their gender – individuals who responded to gender with *prefer not to respond* were not included in this analysis.

Table 16 Frequency of Disruptions to Class, Work or Other Professional Responsibilities Due to Child Care (n = 1354)

	Never	1-2 Times	2-5 Times	6-12 Times	Monthly	Weekly	Total
Students	37 (10.5%)	104 (29.5%)	125 (35.5%)	62 (17.6%)	21 (6.0%)	3 (0.9%)	352 (100.0%)
Staff	77 (10.6%)	199 (27.3%)	301 (41.3%)	132 (18.1%)	18 (2.5%)	2 (0.3%)	729 (100.0%)
Faculty	34 (15.0%)	69 (30.5%)	81 (35.8%)	37 (16.4%)	5 (2.2%)	0	226 (100.0%)
Other	10 (21.3%)	16 (34.0%)	12 (25.5%)	7 (14.9%)	1 (2.1%)	1 (2.1%)	47 (100.0%)
Total	158 (11.7%)	388 (28.7%)	519 (38.3%)	238 (17.6%)	45 (3.3%)	6 (0.4%)	1354 (100.0%)

Staff, faculty, and “other” respondents were asked to approximate how often they missed after hours or early morning professional functions because they were unable to make arrangements for child care. This question was prompted by a concern voiced by members of the Child Care Task Force who suggested that parents, and particularly mothers, miss such important professional functions as Rounds at the hospital or evening functions important to professional networking because these events are held at times during which child care is unavailable. Table 17 presents the results for this question. Only 8.9% of the respondents reported that they never missed these events due to an inability to arrange for child care. In contrast, more than a third of respondents (34.7%) indicated that they frequently or always miss these events.

To examine whether there were differences across respondent groups, a chi-square analysis was performed, excluding the “other” respondents because of their small representation in the sample. A significant difference was found between staff and faculty respondents when comparing those who frequently or always missed these late or early hours events ($\chi^2 (1, N=928) = 18.464, p<.001$), with 46.6% of faculty respondents and 30.6% of staff respondents reporting missing these events frequently or almost always.

To examine gender differences for this question, a chi-square analysis found that female respondents (36.5%) were significantly more likely than male respondents (26.7%) to report frequently or almost always missing early or after hours professional functions ($\chi^2 (1, N=919) = 5.927, p=.015$). Further examination of the data showed that while this gender difference held for staff respondents ($\chi^2 (1, N=700) = 6.491, p=.011$), no significant difference was found between female and male faculty respondents ($\chi^2 (1, N=219) = 2.778, p=.096$).

Table 17 How Often Miss After Hours or Early Hours Professional Functions Due to Child Care (non-student respondents only; n = 981)

	Never	Rarely	Occasionally	Frequently	Almost Always	Total
Staff	77 (10.6%)	149 (27.3%)	270 (41.3%)	144 (20.2%)	74 (10.4%)	714 (100.0%)
Faculty	8 (3.5%)	31 (13.8%)	82 (36.4%)	69 (30.6%)	35 (15.6%)	225 (100.0%)
Other	2 (4.8%)	4 (9.5%)	17 (40.5%)	13 (31.0%)	6 (14.3%)	42 (100.0%)
Total	87 (8.9%)	184 (18.8%)	369 (37.6%)	226 (23.0%)	115 (11.7%)	981 (100.0%)

Student respondents were asked to approximate how often they missed extra-curricular co-curricular, or campus events because they were unable to make arrangements for child care. As with the previous question directed at University employees, this question was prompted by a concern voiced by members of the Child Care Task Force who suggested that students, and particularly mothers, miss events which, although outside of class, are important components of a university education. Members of the Task Force suggested that although students might be willing to find child care in order to attend class or to work, they would be less willing to do so for what might be considered optional events.

Table 18 presents the results for this question. As can be seen from the table, more than two-thirds of students (69.9%) indicated that they frequently or almost always miss these types of events due to an inability to arrange child care, while only 3.6% reported that they never missed these types of events. To examine gender differences for this question, a chi-square analysis found that female students (75.9%) were significantly more likely than male students (59.5%) to report frequently or almost always missing campus events because they were not able to arrange for child care ($\chi^2 (1, N=332) = 9.737, p=.002$).

Table 18 How Often Miss Extra-curricular/Co-curricular/Campus Events Due to Child Care (student respondents only; n = 332)

	Never	Rarely	Occasionally	Frequently	Almost Always	Total
Female	7 (3.3%)	8 (3.8%)	36 (17.1%)	55 (26.1%)	105 (49.8%)	211 (100.0%)
Male	5 (4.1%)	14 (11.6%)	30 (24.8%)	29 (24.0%)	43 (35.5%)	121 (100.0%)
All Students	12 (3.6%)	22 (6.6%)	66 (19.9%)	84 (25.3%)	148 (44.6%)	332 (100.0%)

Finally, all respondents were asked whether an inability to locate appropriate child care interfered with their educational progress or career advancement. Table 19 displays the results for this question. While 19.9% of respondents were unsure and 42.3% did not perceive the inability to secure child care had interfered with their educational or career progress, more than a third of respondents (37.9%) indicated that they thought their progress had been impaired by child care issues.

Table 19 Perceived Interference with Educational Progress or Career Advancement (N = 1342)

	Yes	No	Unsure	Total
Students	175 (50.0%)	111 (31.7%)	64 (18.3%)	350 (100.0%)
Staff	249 (34.5%)	329 (45.3%)	144 (20.0%)	721 (100.0%)
Faculty	70 (31.1%)	104 (46.2%)	51 (22.7%)	225 (100%)
Other	14 (30.4%)	23 (50.0%)	9 (19.6%)	46 (100%)
All Respondents	508 (37.9%)	567 (42.3%)	267 (19.9%)	1342 (100%)

To examine if there were differences in patterns of responding across types of respondents, “other” respondents were again excluded from the analysis due to small sample size. A chi-square analysis comparing student, staff, and faculty respondents who indicated that they did or did not perceive interference with educational or career progress was significant (χ^2 (2, $N=1038$) = 29.698, $p<.001$). Of respondents who were not unsure, students (61.2%) were more likely than either staff (43.1%) or faculty (40.2%) respondents to perceive that child care issues had hindered their progress.

To explore possible differences in responding across gender, a chi-square analysis was performed to analyze how male and female respondents answered this question (4 respondents did not indicate gender). The results of this analysis were non-significant ($\chi^2 (1, N=1071) = 0.481, p=.488$), indicating that differences in responding to this question did not differ from chance. To further explore, chi-square analyses were performed for gender within student ($\chi^2 (1, N=286) = 0.496, p=.481$), staff ($\chi^2 (1, N=574) = 0.410, p=.522$), and faculty ($\chi^2 (1, N=173) = 1.118, p=.290$) respondent groups, none of which were significant.

Respondents who answered this question either with “yes” or “unsure” were provided with a text box to explain in what ways an inability to locate child care had interfered with their educational or career progress. The text entries provided by respondents were individually read and placed into categories, using HyperResearch 3.0.3.

Students, staff and faculty who responded to this survey had similar responses to the questions of how a lack of child care has impacted educational or career progress. Among student respondents, several themes emerged including inability to attend required and supplemental activities such as class, tutoring, study sessions and extra credit opportunities – which directly impacts productivity and movement towards graduation; affordability of child care which prevents them from using more child care to allow more active participation in their education; class scheduling being incompatible with child care arrangements; lack of time to study; and inflexibility of traditional child care setting hours (including on-campus facilities). Responses illustrating these themes included:

“As a PhD student I am expected to work extended hours and I cannot protect those hours against the needs of my child. My wife works at the University too, as Faculty. At minimum, one of us basically has to drop everything else to watch our daughter. If something comes up for her, I cannot find anyone else to help me with watching our daughter off hours. Zero work gets done on those days. It’s impossible. So I quite often miss my weekly/daily goals when they depend on my working outside daycare hours. And that has put me in hot water with my advisors and is a very big reason why I was encouraged to take a leave this term.”

"Often the classes I have to take are not available when the child care I desire is available. Currently, I have to commute from Lehi and my daughter's care is in Lindon – my drive is south to Lindon then North to the UofU main campus. This makes when I can take courses hard."

"...there have been many times when I had to forego studying because I needed to find child care immediately when unexpected circumstances occurred. I have no family in Utah other than my spouse's family, all of whom work full time and not live near us....It has been an emotional roller coaster because there were times when I just wanted to give up because I couldn't keep up with my school load, work load and child care load. I used all the services at the U to help me, but even they couldn't help me figure out a solution."

*"All the daycares on campus had waiting lists – so we had to wait 'til January to use the child care at a local church. My wife, also a PhD student, took a leave of absence and neither of us made much progress in terms of research or coursework in the Fall. So f*ck you for asking."*

"Last semester my child care arrangements fell through because of an unexpected illness (caregiver's). I missed several classes because of this and my GPA plummeted from a 3.9 to a number I'm embarrassed about. The biggest obstacle for me is the lack of night and/or online courses available in my area of study. If I can attend primarily in the evening hours when my spouse is home so that he can be with our children, I am able to manage my schedule much more easily and make it to every class meeting quite easily."

"If I were able to afford full-time child care, and were not so dependent upon family members, I would have been able to get through my degree programs faster. I would also be able to perform better in them if I had more time to devote to school work. As it is, I regularly give up sleep and personal time in order to meet my educational requirements, and am often running on "empty". More help with child care would help me to perform better overall."

Of all the participants in the study, staff identified the greatest number of barriers and concerns with child care. Affordability, career advancement, inability to meet education goals, needing non-traditional child care hours and impact on productivity were all major themes. Staff included a wide range of campus employees, including nursing and other staff who may hold jobs that have non-traditional hours. Staff frequently mentioned difficulties in working full time and being able to accomplish educational goals – due to difficulties with affording and finding child care that would accommodate schedules that might require up to 12 hours or more a day of child care.

Staff respondents identified that a lack of proper child care impacts their ability to attend early morning and other meetings or networking events that would require non-traditional hours. Staff felt that their ability to be productive, both as staff members of the University and as students, was negatively impacted by difficulty with meeting child care needs. One of the most mentioned suggestions or needs expressed by staff respondents were for child care facilities that would accommodate non-traditional hours (often meaning 7 am or earlier drop off and 6 pm or later pick up), facilities that provided 12 hour child care and sick care – placements that could take a child who was ill. Illness of children was cited often as a reason for missing work – as child care centers are not equipped to deal with potentially contagious illness. Within this theme, staff respondents often mentioned that they would only consider positions that worked with their child care arrangements. There were examples of staff turning down more lucrative positions and positions that would support career advancement because they could not make their child care work with more time consuming job responsibilities and leadership roles. Some comments illustrating these themes include:

“I am a LCSW with 20 years of experience in my field. I was in a supervisory role before my son was born 10 years ago. Since that time I have migrated to a job which allows me the flexibility of trying to accommodate his need for variable child care associated with his year round school schedule. In the process, I am underemployed and feel that my reputation has suffered. I have turned down many jobs knowing that I could not meet the time demands and I have to schedule training at times when my child is in school. Although my boss tells the community that she supports working moms, that is not really true. I work a job which requires more hours than it should and have noticed that males at my employment don’t last more than 6 months, but mothers with children stay a bit longer due to their flexibility demands.”

“When our daughter was born we had childcare arranged - we had to make a change to find a new provider after she was a year old - and began seeking other childcare options. The campus childcare was practically nonexistent. BioKids would not even accept a child onto their waiting list; the center at Research Park was reserved for upper campus; the Kindercare (on Guardsman) was not of the quality that I would accept; the VA child care center put us on the waiting list, which we were on for a year; we got on a list at another center near campus, waited for nearly a year and finally got in there. The lack of childcare on campus is a problem - I am disappointed in the lack of childcare for infants, toddlers, and pre-K children on our campus; the availability off campus is limited and quality is of concern. I believe it harms the University's image among current faculty and staff to have so few childcare resources; I believe it harms the

recruitment of quality employees to our campus; and it certainly makes balancing a professional career with family difficult; I also think other businesses around our state and nation are more progressive on childcare availability - making them more successful and leaving the University of Utah behind."

"I applied for another position for advancement and my babysitter quit, therefore I was unable to accept the position because hours were not conducive to alternating my work schedule with my spouse. I stayed in my current position which has flexible hours. However, would really like to advance in my career. I've struggled with daycare issues for years. It is the most frustrating aspect of my job."

"I feel that I am unable to advance my career by not being able to take advantage of the U's 50% off tuition for staff. I cannot utilize this benefit because it is nearly impossible for me to find after hours care for my child (soon to be children). By not being able to further my education, I feel as though I am stuck in my current position."

"I am restricted to changing jobs based on the proximity and cost of child care. In other words, I can only accept a job that has child care reasonably close and at a reasonable cost. Currently, there are very few options for child care that is close to the U (all of the care centers have wait lists and are extremely expensive) and that affects my career by being unable to look for advancement within the U."

"I have to arrange my school and job schedule around when I can get childcare and what I can afford. I have also been told by my work that I cannot bring my children to the office when they are sick so I end up having to miss work a lot. I have been told that in my current situation, I can't get advancement or a pay increase."

"I worked full time at the UMFA, but when I got pregnant, my salary would not allow me to pay for expensive day care. There was nothing available at the University, so the best decision was to only work part time and do an "informal arrangement" with a neighbor. I hated to give up my position because I loved it, but it was much too difficult and expensive to find child care within my budget."

"I have wanted to go back to graduate school but have found it nearly impossible to figure out how to make that happen. Our current struggles to cover our children while we are working has discouraged me to go ahead with my educational plans."

"I can't be Superman at work and at home. Making the family the priority means not leading projects, not helping with late nights, and not giving the job everything."

"My child care provider does not open until 7 am - when there are early meetings those days, I need to find someone to take my 3 year old in for me, or arrange to be late to a meeting. I look unprofessional when I arrive late. I sometimes have to miss these meetings and that also looks unprofessional."

"In my last position, I was offered a promotion, but soon after, my child became ill for a short period of time and I was told that my inability to perform my job to their standards disqualified me from being promoted."

“There are MANY ways that interfere with educational progress and career advancement when dealing with young children (especially with children who don't attend school). Some of the most obvious issues are time, money, schedule - making the puzzle fit, location of your home to your child care facility to your job site and/or school. All of these issues start WEIGHING you down when trying to accomplish anything dealing with progress or advancement in your life - not to mention the inability to be with your child when you need to work and/or attend school.”

Several themes emerged from the qualitative data provided by faculty. The most identified issues included: Impact on career advancement; difficulty attending mandatory or job advancement opportunities (such as early morning, evening meetings, teaching responsibilities, staff meetings, lectures and events for networking); and productivity, which included difficulty conducting research and finding time to work on publications. Interestingly, these themes were largely intertwined, with faculty discussing how lack of time to focus on research/publications and how their inability to attend early morning meetings and other professional activities impacted their career advancement. By far, faculty identified a lack of appropriate child care as impacting their ability to have more active participation in early morning, evening, weekend and professional travel, which in turn impacts their career advancement. Responses illustrating these themes included:

“I am a single mother and the kid's father has been totally absent for the past 3 years. I have reduced my hours to 3/4 time in order to add a bit of flexibility, but even so the kids are sometimes in school/daycare for 9 hours at a stretch. It wouldn't be fair to them to make that a regular occurrence, but the fact is, I'm "mommy tracked" and have been told that because I'm not full time, I'm ineligible for promotions. Out of town travel is nearly impossible. I have had to cancel commitments because I had no babysitter or because a child got sick, but I dislike creating an impression that I'm flaky and unreliable. Once in a while I have had to make the kids wait in my office while I go to a meeting because the only other option was to miss a work obligation.”

“Not able to work full time (100%), generally 80-90% which raises some eyebrows in my department, and has probably delayed promotions accordingly. This is due to kids having days off from school/childcare, vacations, extra sick leave needed to care for them. It is all a conscious choice that I do not regret. We declined placement in a gifted program for my son because they had 5 weeks off between the start of school and Jan 1. Nobody within the program knew what options were open for 2 working parents.”

“Restrictions and lack of flexibility of my time do not allow me to take opportunities easily. The risk benefit ratio of every decision (attend meeting, teach

session, take on administrative role) has to weighed not only on the cost of child care but the risk of exposure (infection/illness) of my child. Currently our child is cared for by grandparents whom we pay but we cannot ask them to work 60 hrs a week except on a rare basis. They however were our best option in terms of flexibility to accommodate two full time physician parents with a call schedule that can be very irregular.”

SUMMARY AND DISCUSSION

Although limited by low response rate and representativeness of the sample, the Child Care Task Force needs analysis survey was useful in giving the Task Force some ideas about the needs for and issues surrounding child care for the University of Utah campus community. More than 40% of survey respondents indicated the need for child care services; it was both surprising and heartening that nearly 60% of respondents who do not currently need child care took the time to complete the survey.

Survey respondents indicated requiring child care for more than 3500 children 12 years old or younger, and nearly two-thirds of the children were less than school age. While we cannot assume that the survey respondents were representative of the entire campus community, we can be certain that the number of children needing child care services is considerably higher than 3500, and that most of these children will require care for the entire time their parent is working or attending classes at the University of Utah. While the greatest need for child care services is during the work week and between 8 am and 5 pm, substantial numbers of respondents indicated need for child care services both before and after those hours.

The majority of respondents reported using off-campus child care arrangements, with staff respondents being somewhat less likely to utilize on-campus services. More than a third of respondents using off-campus child care arrangements used center-based care or early childhood education programs, and about 20% used home-based care, but more than a third of students reported using informal arrangements with a friend or relative. Respondents were somewhat more satisfied with on-campus than with off-campus arrangements. Few respondents reported being on wait-lists for child care services, but more than 60% of respondents indicating that they were considering changing their current

child care arrangements in the future reported a preference for using campus-based services for at least some of their care needs.

Estimates of costs associated with child care were surprising low, but we suspect that we needed to ask the question somewhat differently. More than two-thirds of respondents considered their child care expenses to be somewhat to very unaffordable, with faculty respondents more likely to respond in this direction. Assuming that faculty respondents receive relatively higher incomes than student or staff respondents, the data demand further explanation. Unfortunately, limitations of the current survey precluded more detailed analysis and await future research.

Nearly two-thirds of respondents reported disruptions in child care arrangements stemming from their children's illnesses, and nearly a quarter of respondents experienced these disruptions six or more times per year. Staff and faculty were more likely to report these frequent disruptions, which might be explained by the heavier use of center-based child care services and the greater number of hours they are expected to be on campus. On the other hand, staff and students reported missing class, work, and other professional responsibilities more frequently than faculty, suggesting that flexibility of faculty schedules may help them work around their children's illnesses. Nearly a quarter of students reported missing class, work or other responsibilities more than 6 times per year.

Nearly half of faculty respondents and about 30% of staff respondents reported that they often miss early morning or evening professional functions because they are unable to arrange for child care during those hours. While female staff were more likely to report missing these off-hours professional functions than male staff, similar trending gender differences were not found to be statistically significant for faculty. More than two-thirds of students reported often missing extra-curricular or co-curricular campus events because they were unable to arrange child care. In the case of students, gender differences were statistically significant, with more than 75% of female students, but only 60% of male students reporting that they frequently or almost always missed these campus events.

Finally, more than a third of survey respondents indicated that they thought difficulties with child care had impeded their educational or career progress, with student respondents significantly more likely to attribute at least some difficulty in accomplishing their objectives. There were no statistical differences in responses to this question across gender. Student respondents discussed their inability to attend required and supplemental activities such as class, tutoring, study sessions and extra credit opportunities, costs of child care inhibiting more active participation in their education, incompatibility of class schedules and child care service availability, and lack of adequate time to devote to their studies. Staff respondents identified a need for child care facilities that would accommodate non-traditional hours or which provided 12 hour child care and sick care, and mentioned that they were prevented from pursuing career advancement because they could not receive additional training needed or assume more time consuming job responsibilities and leadership roles. Faculty respondents mentioned difficulty attending mandatory or job advancement opportunities, which had a negative impact on their career advancement as well as difficulty conducting research and finding time to work on publications.

As discussed throughout, difficulties with the survey sample and questions made analysis of data problematic and interpretation even more difficult. While the enthusiasm of Task Force members to learn all about the child care needs of the campus community led to a variety of questions being asked, several were asked in ways that made analysis difficult or impossible. For example, instead of asking respondents to indicate their primary role at the University, they were invited to “check all that apply,” and we were surprised by the number of respondents indicating that they were students, staff, *and* faculty. Further, another survey was administered to faculty and staff of the Health Sciences campus just a few months prior to planned administration of the survey, which might have lowered the response rate for this survey. Finally, difficulties with the analysis resulted in production of this final report two years after administration of the survey, meaning that the information, however

unrepresentative, is also dated. For these reasons, as well as the importance of understanding how child care issues may inhibit the career and academic progress of members of the University of Utah campus community, it is recommended that future needs assessments about child care needs be conducted more regularly, more carefully constructed, and with efforts to obtain a more representative sample of students, staff, and faculty.

Appendix A: University of Utah Child Care Needs Assessment

The purpose of this survey is to understand the child care needs of students, faculty, and staff at the University of Utah. Your responses are confidential and will be used to develop recommendations by the Child Care Task Force which will be submitted to President Michael Young and The University of Utah.

As part of a comprehensive study about child care at the University, we need to hear from the entire University community about their needs for and perceptions of university based child care resources. Some of you may have completed a similar survey for The University of Utah Health Sciences during Fall, 2009. If you were among those surveyed, we would still appreciate your completion of this survey, as it asks somewhat different questions.

Q1 Do you agree to participate in this survey?

- I agree to participate.[Code = 1]
- I do not agree to participate.[Code =2] (Go To End)

Q2 What is your relationship to the University of Utah? (Check all that apply)

- Student[Code = 1]
- Staff[Code = 2]
- Faculty[Code = 3]
- Medical Intern/Resident/Fellow/Postdoctoral Fellow[Code = 4]
- Other (please specify)[Code = 5] [Text Box]
- Prefer not to respond[Code = 6]

Q3 Do you currently have a child or children under the age of 12?

- Yes[Code = 1]
- No[Code = 2]
- Prefer not to respond[Code = 3]

Q4 Do you plan to add a child or children to your family in the next 36 months? Please note: Adding a child could be through pregnancy, adoption, blending families, foster care, etc.

- Yes[Code = 1]
- Maybe/unsure[Code = 2]
- No[Code = 3]
- Prefer not to respond[Code = 4]

Display if Q3='Yes'

Please indicate the number of children you have in the following age groups: Please select "None - I don't have any children of this age" for each age group in which you do not have any children.

Q5 Under 12 months

- None - I don't have any children of this age.[Code = 6] .
- One child[Code =1]
- Two children[Code = 2]
- Three children[Code = 3]
- Four children[Code = 4]
- Five or more children[Code = 5]
- Prefer not to respond[Code = 7]

- Q6 12 to 23 months old
- None - I don't have any children of this age.[Code = 6] .
 - One child[Code = 1]
 - Two children[Code = 2]
 - Three children[Code = 3]
 - Four children[Code = 4]
 - Five or more children[Code = 5]
 - Prefer not to respond[Code = 7]
- Q7 24 to 35 months old
- None - I don't have any children of this age.[Code = 6]
 - One child[Code = 1]
 - Two children[Code = 2]
 - Three children[Code = 3]
 - Four children[Code = 4]
 - Five or more children[Code = 5]
 - Prefer not to respond[Code = 7]
- Q8 Three to five years old
- None – I don't have any children of this age.[Code = 6]
 - One child[Code = 1]
 - Two children[Code = 2]
 - Three children[Code = 3]
 - Four children[Code = 4]
 - Five or more children[Code = 5]
 - Prefer not to respond[Code = 7]
- Q9 Six to twelve years old
- None - I don't have any children of this age.[Code = 6]
 - One child[Code = 1]
 - Two children[Code = 2]
 - Three children[Code = 3]
 - Four children[Code = 4]
 - Five or more children[Code = 5]
 - Prefer not to respond[Code = 7]

Please indicate the number of your school age children (ages 5-12) who need the following types of care. If you do not need this type of care for your child(ren), please select "None - I do not need this type of care for my child(ren)"

- Q10 After school care
- None - I don't have any children of this age.[Code = 6]
 - One child[Code = 1]
 - Two children[Code = 2]
 - Three children[Code = 3]
 - Four children[Code = 4]
 - Five or more children[Code = 5]
 - Prefer not to respond[Code = 7]

Q11 Summer care

- None - I don't have any children of this age.[Code = 6]
- One child[Code = 1]
- Two children[Code = 2]
- Three children[Code = 3]
- Four children[Code = 4]
- Five or more children[Code =5]
- Prefer not to respond[Code = 7]

Q12 Do any of your children have special needs and require specialized care that goes beyond what is usually offered in child care settings?

- Yes[Code = 1]
- No[Code = 2]
- Prefer not to respond[Code = 3]

Display if Q12='Yes'

Q13 Please tell us more about your child's (children's) special needs:

- [Code =1] [Text Box]
- Prefer not to respond[Code = 2]

Please indicate the number of children you have in the following age groups that have special needs and require specialized daytime care:

Q14 Under 12 months

- None - I don't have any children with special needs of this age.[Code = 6]
- One child[Code = 1]
- Two children[Code =2]
- Three children[Code = 3]
- Four children[Code = 4]
- Five or more children[Code = 5]
- Prefer not to respond[Code = 7]

Q15 12 to 23 months

- None - I don't have any children with special needs of this age.[Code = 6]
- One child[Code = 1]
- Two children[Code = 2]
- Three children[Code = 3]
- Four children[Code = 4]
- Five or more children[Code = 5]
- Prefer not to respond[Code = 7]

- Q16 24 to 35 months old
- None - I don't have any children with special needs of this age.[Code = 6]
 - One child[Code = 1]
 - Two children[Code =2]
 - Three children[Code = 3]
 - Four children[Code = 4]
 - Five or more children[Code = 5]
 - Prefer not to respond[Code = 7]
- Q17 Three to five years old
- None - I don't have any children with special needs of this age.[Code = 6]
 - One child[Code = 1]
 - Two children[Code = 2]
 - Three children[Code = 3]
 - Four children[Code = 4]
 - Five or more children[Code = 5]
 - Prefer not to respond[Code = 7]
- Q18 Six to twelve years old
- None - I don't have any children with special needs of this age.[Code = 6]
 - One child[Code = 1]
 - Two children[Code =2]
 - Three children[Code = 3]
 - Four children[Code = 4]
 - Five or more children[Code = 5]
 - Prefer not to respond[Code = 7]

Please indicate the number of your school age children (ages 5-12) who have special needs and require specialized care, who need the following types of care. If you do not need this type of care for your child(ren), please select "None- I do not need this type of care for my child(ren)."

- Q19 After school care?
- None - I don't have any children with special needs of this age.[Code = 6]
 - One child[Code = 1]
 - Two children[Code = 2]
 - Three children[Code = 3]
 - Four children[Code = 4]
 - Five or more children[Code = 5]
 - Prefer not to respond[Code = 7]
- Q20 Summer Care
- None - I don't have any children with special needs of this age.[Code = 6]
 - One child[Code = 1]
 - Two children[Code = 2]
 - Three children[Code = 3]
 - Four children[Code = 4]
 - Five or more children[Code = 5]
 - Prefer not to respond[Code = 7]

Display if Q4='Yes' or 'Unsure/Maybe'

Q21 Earlier in the survey, you indicated that you might add children to your family (e.g., through birth or adoption) in the next 36 months. Please answer the following sections related to your future family configuration to the best of your ability. Do you know the age(s) of the child(ren) you may add to your family?

- Yes[Code = 1]
- No[Code = 2]
- Prefer not to respond[Code = 3]

Display if Q21='No' or 'Prefer not to respond'

Q22 Please indicate the number of children you may add to your family:

- One child[Code = 1]
- Two children[Code = 2]
- Three children[Code = 3]
- Four children[Code = 4]
- Five or more children[Code = 5]
- Prefer not to respond[Code = 7]

Display if Q21='Yes'

Please indicate the number of children you have in the following age groups: Please select "None - I don't have any children of this age." for each age group in which you do not have any children.

Q23 Under 12 months

- None -I don't plan to add any children of this age.[Code = 6]
- One child[Code = 1]
- Two children[Code = 2]
- Three children[Code = 3]
- Four children[Code = 4]
- Five or more children[Code = 5]
- Prefer not to respond[Code = 7]

Q24 12 to 23 months old

- None -I don't plan to add any children of this age.[Code = 6]
- One child[Code = 1]
- Two children[Code = 2]
- Three children[Code = 3]
- Four children[Code = 4]
- Five or more children[Code = 5]
- Prefer not to respond[Code = 7]

Q25 24 to 35 months old

- None -I don't plan to add any children of this age.[Code = 6]
- One child[Code = 1]
- Two children[Code = 2]
- Three children[Code = 3]
- Four children[Code = 4]
- Five or more children[Code = 5]
- Prefer not to respond[Code = 7]

Q26 Three to five years old

- None -I don't plan to add any children of this age.[Code = 6]
- One child[Code = 1]
- Two children[Code = 2]
- Three children[Code = 3]
- Four children[Code = 4]
- Five or more children[Code = 5]
- Prefer not to respond[Code = 7]

Q27 Six to twelve years old

- None -I don't plan to add any children of this age.[Code = 6]
- One child[Code = 1]
- Two children[Code = 2]
- Three children[Code = 3]
- Four children[Code = 4]
- Five or more children[Code = 5]
- Prefer not to respond[Code = 7]

Display if Q4='Yes' or 'Unsure/Maybe'

Q28 Do you know if the child(ren) you may add to your family will have special needs and require specialized care beyond what is usually offered in child care settings?

- Yes (please explain)(Code = 1) [Text Box]
- No[Code = 2]
- Prefer not to respond[Code = 3]

Display if Q4='Yes' or 'Unsure/Maybe' OR Q3='Yes'

- Q29 Please describe both your current use of child care and planned use of child care in the next 36 months. Child care can be both informal (e.g., care from a friend or family member) or a formal arrangement (e.g., child care center). If you are uncertain, please make your best estimate.
- I currently use child care and plan to continue to use child care at the same level for the next 36 months.[Code = 1]
 - I currently use child care and plan to increase use of child care in the next 36 months.[Code = 2]
 - I currently use child care and plan to reduce or discontinue use of child care in the next 36 months.[Code = 3]
 - I do not use child care currently and I plan to use child care within the next 36 months.[Code = 4]
 - I do not use child care currently and do not plan to use child care in the next 36 months.[Code = 5]
 - Prefer not to respond[Code = 6]

Display if Q29='I currently use child care and plan to continue to use child care at the same level for the next 36 months.' OR Q29='I currently use child care and plan to increase use of child care in the next 36 months.' OR Q29='I currently use child care and plan to reduce or discontinue use of child care in the next 36 months.'

Please indicate when child care is needed: (Estimate your typical need and check all that apply)

- Q30 Monday
- Do not need care on this day [Code = 8]
 - 6:00 a.m.- 8:00 a.m.[Code = 1]
 - 8:00 a.m. -12:00 noon[Code = 2]
 - 12:00 noon- 3:00 p.m.[Code = 3]
 - 3:00 p.m.- 5:00 p.m.[Code = 4]
 - 5:00 p.m. -7:00 p.m.[Code = 5]
 - 7:00 p.m. -9:00 p.m.[Code = 6]
 - Overnight[Code = 7]
 - Prefer not to respond[Code = 9]

- Q31 Tuesday
- Do not need care on this day [Code = 8]
 - 6:00 a.m.- 8:00 a.m.[Code = 1]
 - 8:00 a.m. -12:00 noon[Code = 2]
 - 12:00 noon- 3:00 p.m.[Code = 3]
 - 3:00 p.m.- 5:00 p.m.[Code = 4]
 - 5:00 p.m. -7:00 p.m.[Code = 5]
 - 7:00 p.m. -9:00 p.m.[Code = 6]
 - Overnight[Code = 7]
 - Prefer not to respond[Code = 9]

Q32 Wednesday

- Do not need care on this day [Code = 8]
- 6:00 a.m.- 8:00 a.m.[Code = 1]
- 8:00 a.m. -12:00 noon[Code = 2]
- 12:00 noon- 3:00 p.m.[Code =3]
- 3:00 p.m.- 5:00 p.m.[Code = 4]
- 5:00 p.m. -7:00 p.m.[Code = 5]
- 7:00 p.m. -9:00 p.m.[Code = 6]
- Overnight[Code = 7]
- Prefer not to respond[Code = 9]

Q33 Thursday

- Do not need care on this day [Code = 8]
- 6:00 a.m.- 8:00 a.m.[Code = 1]
- 8:00 a.m. -12:00 noon[Code = 2]
- 12:00 noon- 3:00 p.m.[Code =3]
- 3:00 p.m.- 5:00 p.m.[Code = 4]
- 5:00 p.m. -7:00 p.m.[Code = 5]
- 7:00 p.m. -9:00 p.m.[Code = 6]
- Overnight[Code = 7]
- Prefer not to respond[Code = 9]

Q34 Friday

- Do not need care on this day [Code = 8]
- 6:00 a.m.- 8:00 a.m.[Code = 1]
- 8:00 a.m. -12:00 noon[Code = 2]
- 12:00 noon- 3:00 p.m.[Code =3]
- 3:00 p.m.- 5:00 p.m.[Code = 4]
- 5:00 p.m. -7:00 p.m.[Code = 5]
- 7:00 p.m. -9:00 p.m.[Code = 6]
- Overnight[Code = 7]
- Prefer not to respond[Code = 9]

Q35 Saturday

- Do not need care on this day [Code = 8]
- 6:00 a.m.- 8:00 a.m.[Code = 1]
- 8:00 a.m. -12:00 noon[Code = 2]
- 12:00 noon- 3:00 p.m.[Code =3]
- 3:00 p.m.- 5:00 p.m.[Code = 4]
- 5:00 p.m. -7:00 p.m.[Code = 5]
- 7:00 p.m. -9:00 p.m.[Code = 6]
- Overnight[Code = 7]
- Prefer not to respond[Code = 9]

Q36 Sunday

- Do not need care on this day [Code = 8]
- 6:00 a.m.- 8:00 a.m.[Code = 1]
- 8:00 a.m. -12:00 noon[Code = 2]
- 12:00 noon- 3:00 p.m.[Code = 3]
- 3:00 p.m.- 5:00 p.m.[Code = 4]
- 5:00 p.m. -7:00 p.m.[Code = 5]
- 7:00 p.m. -9:00 p.m.[Code = 6]
- Overnight[Code = 7]
- Prefer not to respond[Code = 9]

Q37 Indicate the time of year during which you need child care: (Check all that apply)

- Fall semester (mid-August to December)[Code = 1]
- Spring semester (January to mid-May)[Code = 2]
- Summer semester (mid-May to mid-August)[Code = 3]
- Prefer not to respond[Code = 4]

Q38 What is the average total monthly cost of your current child care arrangements?

- Less than \$500.00[Code = 1]
- \$501.00 - \$1000.00[Code = 2]
- \$1001.00 - \$1500.00[Code = 3]
- \$1501.00 - \$2000.00[Code = 4]
- \$2001.00 - \$2500.00[Code = 5]
- \$2501.00 - \$3000.00[Code = 6]
- \$3001.00 - \$3500.00[Code = 7]
- \$3501.00 - \$4000.00[Code = 8]
- More than \$4000.00[Code = 9]
- I'm not sure[Code = 10]
- Prefer not to respond[Code = 11]

Q39 Compared to your living expenses, how affordable is your total monthly cost for child care?

- Very affordable[Code = 6]
- Affordable[Code = 5]
- Somewhat affordable[Code = 4]
- Somewhat unaffordable[Code = 3]
- Unaffordable[Code = 2]
- Very unaffordable[Code = 1]
- Prefer not to respond[Code = 7]

Q40 How often are your current child care arrangements disrupted by your child's/children's illness?

- Never[Code = 1]
- Once or twice per year[Code = 2]
- 2 -5 times per year[Code = 3]
- 6 -12 times per year[Code = 4]
- More than once per month[Code = 5]
- Weekly[Code = 6]
- Prefer not to respond[Code = 7]

Q41 Approximately how often have you missed class, work, or other professional responsibilities because you are unable to find care for your child(ren)?

- I never miss these events.[Code = 1]
- I rarely miss these events.[Code = 2]
- I occasionally miss these events.[Code = 3]
- I frequently miss these events.[Code = 4]
- I almost always miss these events.[Code = 5]
- Prefer not to respond[Code = 7]

Display if Q2='Faculty' OR Q2='Staff' OR Q2='Medical Intern/Resident/Fellow/Postdoctoral Fellow'

Q42 Approximately how often do you miss after hours or early hours professional functions (e.g., meetings, search committee dinners, special programs) because you are unable to find care for your child(ren)?

- I never miss these events.[Code = 1]
- I rarely miss these events.[Code= 2]
- I occasionally miss these events. [Code = 3]
- I frequently miss these events.[Code =4]
- I almost always miss these events. [Code = 5]
- Prefer not to respond[Code = 7]

Display if Q2='Student'

Q43 Approximately how often do you miss extra-curricular/co-curricular/campus events (e.g., cultural activities, special lectures, athletic events, student organization meetings) because you are unable to find care for your children?

- I never miss these events.[Code = 1]
- I rarely miss these events.[Code= 2]
- I occasionally miss these events. [Code = 3]
- I frequently miss these events.[Code = 4]
- I almost always miss these events. [Code = 5]
- Prefer not to respond[Code = 7]

Display if Q3='Yes'

Q44 Has an inability to locate appropriate child care interfered with your educational progress or career advancement?

- Yes[Code = 1]
- No[Code = 2]
- Unsure [Code = 3]
- Prefer not to respond[Code = 4]

Display if Q44 ='Yes' or 'Unsure'

Q45 In what way has your inability to locate appropriate child care interfered with your educational progress or career advancement?

- [Code = 1] [Text Box]
- Prefer not to respond[Code = 2]

Display if Q29='I do not use child care currently and I plan to use child care within the next 36 months.'

During what times of day will you need child care for this child/children? (Check all that apply)

Q46 Monday

- Do not need care on this day [Code = 8)
- 6:00 a.m.- 8:00 a.m.[Code = 1]
- 8:00 a.m. -12:00 noon[Code = 2]
- 12:00 noon- 3:00 p.m.[Code =3)
- 3:00 p.m.- 5:00 p.m.[Code = 4]
- 5:00 p.m. -7:00 p.m.[Code = 5]
- 7:00 p.m. -9:00 p.m.[Code = 6]
- Overnight[Code = 7]
- I don't know[Code = 9]
- Prefer not to respond[Code = 10]

Q47 Tuesday

- Do not need care on this day [Code = 8)
- 6:00 a.m.- 8:00 a.m.[Code = 1]
- 8:00 a.m. -12:00 noon[Code = 2]
- 12:00 noon- 3:00 p.m.[Code =3)
- 3:00 p.m.- 5:00 p.m.[Code = 4]
- 5:00 p.m. -7:00 p.m.[Code = 5]
- 7:00 p.m. -9:00 p.m.[Code = 6]
- Overnight[Code = 7]
- I don't know[Code = 9]
- Prefer not to respond[Code = 10]

Q48 Wednesday

- Do not need care on this day [Code = 8)
- 6:00 a.m.- 8:00 a.m.[Code = 1]
- 8:00 a.m. -12:00 noon[Code = 2]
- 12:00 noon- 3:00 p.m.[Code =3)
- 3:00 p.m.- 5:00 p.m.[Code = 4]
- 5:00 p.m. -7:00 p.m.[Code = 5]
- 7:00 p.m. -9:00 p.m.[Code = 6]
- Overnight[Code = 7]
- I don't know[Code = 9]
- Prefer not to respond[Code = 10]

Q49 Thursday

- Do not need care on this day [Code = 8)
- 6:00 a.m.- 8:00 a.m.[Code = 1]
- 8:00 a.m. -12:00 noon[Code = 2]
- 12:00 noon- 3:00 p.m.[Code =3)
- 3:00 p.m.- 5:00 p.m.[Code = 4]
- 5:00 p.m. -7:00 p.m.[Code = 5]
- 7:00 p.m. -9:00 p.m.[Code = 6]
- Overnight[Code = 7]
- I don't know[Code = 9]
- Prefer not to respond[Code = 10]

Q50 Friday

- Do not need care on this day [Code = 8)
- 6:00 a.m.- 8:00 a.m.[Code = 1]
- 8:00 a.m. -12:00 noon[Code = 2]
- 12:00 noon- 3:00 p.m.[Code =3)
- 3:00 p.m.- 5:00 p.m.[Code = 4]
- 5:00 p.m. -7:00 p.m.[Code = 5]
- 7:00 p.m. -9:00 p.m.[Code = 6]
- Overnight[Code = 7]
- I don't know[Code = 9]
- Prefer not to respond[Code = 10]

Q51 Saturday

- Do not need care on this day [Code = 8)
- 6:00 a.m.- 8:00 a.m.[Code = 1]
- 8:00 a.m. -12:00 noon[Code = 2]
- 12:00 noon- 3:00 p.m.[Code =3)
- 3:00 p.m.- 5:00 p.m.[Code = 4]
- 5:00 p.m. -7:00 p.m.[Code = 5]
- 7:00 p.m. -9:00 p.m.[Code = 6]
- Overnight[Code = 7]
- I don't know[Code = 9]
- Prefer not to respond[Code = 10]

Q52 Sunday

- Do not need care on this day [Code = 8)
- 6:00 a.m.- 8:00 a.m.[Code = 1]
- 8:00 a.m. -12:00 noon[Code = 2]
- 12:00 noon- 3:00 p.m.[Code =3)
- 3:00 p.m.- 5:00 p.m.[Code = 4]
- 5:00 p.m. -7:00 p.m.[Code = 5]
- 7:00 p.m. -9:00 p.m.[Code = 6]
- Overnight[Code = 7]
- I don't know[Code = 9]
- Prefer not to respond[Code = 10]

Q53 During what times of year will you be needing child care for this child/children?
(Check all that apply)

- Fall semester (mid-August to December)[Code = 1]
- Spring semester (January to mid-May)[Code =2]
- Summer semester (mid-May to mid-August)[Code = 3]
- I don't know[Code = 4]
- Prefer not to respond[Code = 5]

Display if Q3='No' AND Q4='Yes' or 'Unsure/Maybe'

Q54 What do you anticipate will be the average total monthly cost for your child care arrangements?

- Less than \$500.00[Code = 1]
- \$501.00 -\$1000.00[Code = 2]
- \$1001.00 -\$1500.00[Code = 3]
- \$1501.00 -\$2000.00[Code = 4]
- \$2001.00 -\$2500.00[Code = 5]
- \$2501.00 -\$3000.00[Code = 6]
- \$3001.00 -\$3500.00[Code = 7]
- \$3501.00 -\$4000.00[Code = 8]
- More than \$4000.00[Code = 9]
- I'm not sure[Code= 10]
- Prefer not to respond[Code = 11]

Q55 Compared to your living expenses, how affordable is your expected total monthly cost for this child/children?

- Very affordable[Code =6]
- Affordable[Code = 5]
- Somewhat affordable[Code = 4]
- Somewhat unaffordable[Code = 3]
- Unaffordable[Code = 2]
- Very unaffordable[Code = 1]
- I'm not sure[Code = 0]
- Prefer not to respond[Code = 7]

Display if Q29='I currently use child care and plan to continue to use child care at the same level for the next 36 months,' OR Q29='I currently use child care and plan to increase use of child care in the next 36 months.' OR Q29='I currently use child care and plan to reduce or discontinue use of child care in the next 36 months.' OR Q29='I do not use child care currently and I plan to use child care within the next 36 months.'

Q56 Are you aware of child care or early childhood programs connected to the University of Utah?

- Yes, I am aware of these programs.[Code = 1]
- No, I am not aware of these programs.[Code = 2]
- Prefer not to respond[Code = 3]

Display if Q56='Yes, I am aware of these programs.' AND (Q29='I currently use child care and plan to continue to use child care at the same level for the next 36 months.' OR Q29='I currently use child care and plan to increase use of child care in the next 36 months.' OR Q29='I currently use child care and plan to reduce or discontinue use of child care in the next 36 months.' OR Q29='I do not use child care currently and I plan to use child care within the next 36 months.')

- Q57 How did you primarily learn about child care or early childhood programs connected to the University? (Check all that apply)
- Supervisor[Code = 1]
 - Colleague[Code = 2]
 - Friend[Code = 3]
 - Child Care Coordinating Office at the University of Utah[Code = 4]
 - Child Care Coordinating Office website (www.childcare.utah.edu/)[Code = 5]
 - Other (please specify)[Code = 6] [TextBox]
 - Prefer not to respond[Code = 7]
- Q58 Please select the factors that you feel are important when selecting care for your child(ren): (Check all that apply)
- Cost of care[Code = 1]
 - Access to care [Code = 2]
 - Quality of care [Code = 3]
 - Close proximity to work[Code = 4]
 - Close proximity to home[Code =5]
 - Other {please specify}[Code = 6] [TextBox]
 - I'm not sure[Code = 7]
 - Prefer not to respond[Code = 8]
- Q59 Although we know there are many factors to consider when selecting care for your child(ren), which factor is the most important to you?
- Cost of care[Code = 1]
 - Access to care[Code = 2]
 - Quality of care [Code = 3]
 - Close proximity to work[Code = 4]
 - Close proximity to home[Code =5]
 - Other (please specify)[Code =7] [TextBox]
 - I'm not sure[Code = 6]
 - Prefer not to respond[Code = 8]
- Q60 Are you currently on any waiting lists for child care?
- Yes: On campus[Code = 1]
 - Yes: Off campus[Code = 2]
 - No[Code= 3]
 - Prefer not to respond[Code= 4]

Display if Q29='I currently use child care and plan to continue to use child care at the same level for the next 36 months.' OR Q29='I currently use child care and plan to increase use of child care in the next 36 months.' OR Q29='I currently use child care and plan to reduce or discontinue use of child care in the next 36 months.'

Q61 Please describe the primary types of child care you use in order to work and/or attend school

- On-campus child care or early childhood programs [Code = 1]
- Off-campus child care or early childhood programs [Code = 2]
- Both[Code = 3]
- Prefer not to respond[Code = 4]

Display if Q61='On-campus child care or early childhood programs' OR Q61='Both')

Q62 Please indicate which on-campus child care or early childhood programs you use: (Check all that apply)

- ASUU Student Child Care [Code = 1]
- BioKids[Code = 2]
- Bright Horizons Child Development Center[Code = 3]
- Club U[Code =4]
- The Child & Family Development Center[Code = 5]
- The Early Childhood Education Center[Code = 6]
- The Fine Arts Preschool[Code =7]
- University Kids [Code = 8]
- University Head Start[Code = 9]
- Prefer not to respond[Code = 10]

Q63 How satisfied are you with the care provided by on-campus child care or early childhood programs you use?

- Very satisfied [Code = 6]
- Satisfied [Code = 5]
- Somewhat satisfied[Code = 4]
- Somewhat unsatisfied[Code = 3]
- Unsatisfied[Code = 2]
- Very unsatisfied[Code = 1]
- Prefer not to respond[Code = 7]

Display if Q61='Off-campus child care or early childhood programs' OR Q61='Both'

Q64 Which off-campus child care arrangements do you use? (Check all that apply)

- Child care center or early childhood programs (please specify[Code = 1] [TextBox])
- Child care family home provider (at provider's home)[Code = 2]
- Child care in a friend or relative's home[Code = 3]
- Other (please specify)[Code = 4] [TextBox]
- Prefer not to respond[Code = 5]

Q65 Overall, how satisfied are you with the care provided by off-campus child care arrangements?

- Very satisfied [Code = 6]
- Satisfied [Code = 5]
- Somewhat satisfied[Code = 4]
- Somewhat unsatisfied[Code = 3]
- Unsatisfied[Code = 2]
- Very unsatisfied[Code = 1]
- Prefer not to respond[Code = 7]

Display if Q29='I currently use child care and plan to increase use of child care in the next 36 months. '

Q66 You indicated that you plan to increase use of child care in the next 36 months. Please describe how you plan to increase your use (e.g., additional times, additional arrangements):

- [Code = 1] [TextBox]
- Prefer not to respond[Code = 2]

Display if Q29='I currently use child care and plan to reduce or discontinue use of child care in the next 36 months. '

Q67 You indicated that you plan to reduce or discontinue use of child care in the next 36 months. Please explain (e.g., reduced times, different arrangements)

- [Code = 1] (TextBox)
- Prefer not to respond[Code = 2]

Display if Q3-'No'

Display if Q29='I do not use child care currently and I plan to use child care within the next 36 months.'

Q68 Please describe the primary types of child care you plan to use in order to work and/or attend school:

- On-campus child care or early childhood programs [Code = 1]
- Off-campus child care or early childhood programs [Code = 2]
- Both[Code = 3]
- Prefer not to respond[Code = 4]

Display if Q68='On-campus child care or early childhood programs' OR Q68='Both'

Q69 Please indicate which on-campus child care or early childhood programs you would consider using: (Check all that apply)

- ASUU Student Child Care [Code = 1]
- BioKids[Code = 2]
- Bright Horizons Child Development Center[Code = 3]
- Club U[Code = 4]
- The Child & Family Development Center[Code = 5]
- The Early Childhood Education Center[Code = 6]
- The Fine Arts Preschool[Code = 7]
- University Kids [Code = 8]
- University Head Start[Code = 9]
- The new Health Sciences Childcare Center[Code = 10]
- I don't know[Code = 11]
- Prefer not to respond[Code = 12]

Display if Q68='Off-campus child care or early childhood programs' OR Q68='Both'

Q70 Which off-campus child care arrangements would you consider using? (Check all that apply)

- Child care facility (please specify)[Code = 1] [TextBox]
- Child care family home provider (at provider's home)[Code = 2]
- Child care in a friend or relative's home[Code = 3]
- Other (please specify)[Code = 4] [TextBox]
- I don't know[Code = 5]
- Prefer not to respond[Code = 6]

Q71 Do you have any other comments about child care and the University of Utah?

- Yes (please explain)[Code = 1] [TextBox]
- No[Code = 2]
- Prefer not to respond[Code = 3]

Display if Q2='Staff' OR Q2='Faculty' OR Q2='Medical Intern/Resident/Fellow/Postdoctoral Fellow' OR Q2='Other (please specify)'

Q72 Is your position benefits-eligible?

- Yes[Code = 1]
- No[Code = 2]
- Prefer not to respond[Code = 3]

Display if Q2='Faculty'

Q73 As a faculty member are you:

- Tenure-track[Code = 1]
- Tenured[Code = 2]
- Non-tenure track [Code = 3]
- Clinical track (for School of Medicine)[Code = 4]
- Other (please specify)[Code = 5] [Text Box]
- Prefer not to respond[Code = 6]

Display if Q2='Student'

Q74 What is your academic level?

- Freshman[Code = 1]
- Sophomore[Code = 2]
- Junior [Code = 3]
- Senior[Code = 4]
- Second undergraduate degree[Code = 5]
- Graduate student[Code= 6]
- Law or medicine[Code = 7]
- Other (please specify)[Code = 8] [Text Box]
- Prefer not to respond[Code = 9]

Q75 What is your enrollment this semester? (For undergraduate students, full time is considered 12 or more credit hours and part time is considered 6-11 hours. For graduate students, full time is considered 9 or more credit hours and part time is considered 5-8 hours. Law and medical students are considered full time.)

- Full-time student[Code = 1]
- Part-time student[Code = 2]
- Prefer not to respond[Code = 3]

Q76 What is your gender?

- Woman[Code = 1]
- Man[Code =2]
- Transgendered[Code = 3]
- Other[Code =4]
- Prefer not to respond[Code = 5]

Q77 What is your race/ethnicity? (Check all that apply)

- African/African American/Black[Code = 1]
- Asian/Asian American[Code = 2]
- Caucasian/White[Code = 3]
- Hispanic/Latino(a)[Code = 4]
- Native American/American Indian/Alaska Native[Code = 5]
- Pacific Islander[Code = 6]
- Multiracial[Code = 7]
- Other (please specify)[Code = 8] [Text Box]
- Prefer not to respond[Code = 9]

Q78 Are you an international student, staff, or faculty member?

- Yes[Code = 1]
- No[Code = 2]
- Prefer not to respond[Code = 3]

Q79 What is your current relationship status? (Please pick the option that best describes your current situation)

- Single, never married[Code = 1]
- Married[Code = 2]
- Separated/Divorced[Code = 3]
- Domestic partnership[Code = 4]
- Prefer not to respond[Code = 5]

Display if Q3='Yes'

Q80 Do you share child care decision making with another adult?

- Yes[Code = 1]
- No[Code = 2]
- Prefer not to respond[Code = 3]

Q81 Do you share day-to-day child care responsibilities with another adult?

- Yes[Code = 1]
- No[Code := 2]
- Prefer not to respond[Code = 3]

Display if Q80='Yes' OR Q81='Yes'

Q82 Is the person with whom you share child care decision making and/or responsibilities currently employed or a student at the University of Utah?

- Yes[Code = 1]
- No[Code = 2]
- Prefer not to respond[Code = 3]

Display if Q82='Yes'

Q83 In what capacity is this person a member of the University of Utah community? (Check all that apply)

- Faculty[Code = 1]
- Staff[Code = 2]
- Student[Code = 3]
- Postdoctoral fellow/Intern/Resident[Code = 4]
- Other (please specify)[Code = 5] [Text Box]
- Prefer not to respond[Code = 6]

Appendix B: University of Utah Child Care Task Force Membership Roster, 2008-2012

Joanne Yaffe, Chair, Associate Professor, College of Social Work
Kris Hale, Co-Chair, Director, Child Care Coordinating Office
Stacy Ackerlind, Director, Student Assessment (2009-2012)
Tracy Arlen, Academic Advisor, Undergraduate Programs (2009-2010)
Heidi Baker, Director, Child and Family Development Center Lab School (2008-2011)
Tobin Bennion, Vice President, ASUU (2011-2012)
Mary Anne Berzins, Chair, PCSW, Assistant Vice President for Workforce Planning
Victoria Billings, ASUU Non-Traditional Student Services (2011-2012)
Tanisha Blair, Staff Council (2008-2009)
Aaron Bybee, Associate Director, ASUU Non-Traditional Board (2008-2009)
Scott Carver, Director, ASUU Non-Traditional Board (2008-2009)
Jason Castillo, Assistant Professor, College of Social Work
Kathy Chapman, Professor, Communication Sciences and Disorders
Pamela Clarkson Freeman, Research Assistant Professor, College of Social Work (2008-2011)
Susanne Cusick, Development Officer, Department of Family and Preventive Medicine (2008-2010)
Denise Dearing, Professor, Biology
Carolyn Ellsworth, Director, Bright Horizons at University Hospital
Rebecca Elizabeth Gil, Doctoral Candidate, Department of Communication (2008-2009)
Valerie Green, Manager, Student Apartments
Leanne Hawken, Associate Professor, Special Education
Robin Heaton, PCSW Graduate Assistant, College of Humanities (2008-2009)
Wendy Hobson-Rohrer, Associate Professor, Department of Pediatrics
Harriet Hopf, Professor, Anesthesiology
Jeanna Jacobsen, PCSW Graduate Assistant, College of Social Work (2009-2011)
Thomas Jarvis, ASUU Non-Traditional Board (2009-2010)
Cari Johnson, Associate Professor, Geology & Geophysics
Laura Kessler, Professor, College of Law (2008-2009)
Misty McIntyre, PCSW/CCTF Graduate Assistant, College of Social Work (2011-2012)
Geri Mendoza, Director, Child and Family Development Center (2011-2012)
Isabel Teresa Molina-Avella, Research Assistant Professor, College of Social Work (2010-2012)
John Pearson, ASUU Vice President (2010-2011)
Robin Perley, Director, BioKids
Kristin Phillips, Risk Coordinator, Risk and Insurance Management
Elizabeth Proemmel, Graduate Assistant, Student Assessment (2010-2012)
Rachel Rizzo, ASUU Vice President (2009-2010)
Loretta Cooper Rudd, Assistant Professor, Special Education (2010-2012)
Christian Sarver, Graduate Assistant, College of Social Work (2010-2012)
Cynthia Stark, Associate Professor, Philosophy
Mary Anne Stewart Anderson, Graduate Assistant, CCTF (2009-2010)
Jennifer Still, Architect/Project Manager, Campus Design & Construction
Victoria Trujillo, Academic Advisor, University College (2010-2011)
Katelyn Turner, ASUU Non-Traditional Student Services (2010-2011)
Sonja Van Hala, Associate Professor, Department of Family and Preventive Medicine
Angela Wang, Associate Professor, Department of Orthopaedics